

# PSYCHOLINGUISTICS & SOCIOLINGUISTICS

*reported by:*  
*Group 5*

## MEMBERS:

Ms. Irish N. Dacsil

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Ms. Joemar M. Ritual

Mr. Nhelliel D. Suson

Ms. Glenda B. Leovido

Mr. Christopher John C. Parafina







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GROUP 5 LEADER:

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Ms. Irish Dacsil

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"A long journey in life begins  
with one step."

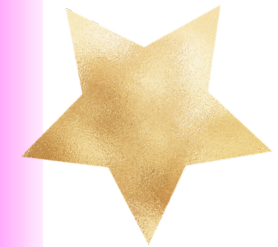




GROUP 5 MEMBER

Ms. Analyn Sutarez

"Don't be afraid of going slowly,  
be afraid of going still."





GROUP 5 MEMBER

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Ms. Glenda Leovido

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"Mas mahalaga pa rin sa tao  
ang may mabuting asal kaysa  
may mataas na pinag-aralan.  
Datapwat mas mainam naman  
kung taglay ito ng iisang tao  
lamang."





GROUP 5 MEMBER

Mr. Joemar Ritual

"If you can't be the tallest tree  
in the forest, you can be the  
useful grass in the lowlands."





GROUP 5 MEMBER

---

Mr. Nhelliel Suson

---

"If you can't be the tallest tree  
in the forest, you can be the  
useful grass in the lowlands."





GROUP 5 MEMBER

Mr. Christopher John Parafina

"Don't let anyone or anything  
steal your SHINE."





# PSYCHOLINGUISTICS

The study of the mental aspects of language and speech

## INTRODUCTORY LINGUISTICS FOR LANGUAGE TEACHERS

EDL 201

BY: DR. MELCHOR ESPIRITU





# OBJECTIVES



## DEFINE

To get familiarized with new terminologies related to the topic and be able to use them in the future as a good source of reference.



## IDENTIFY

To identify famous scholars contribution to language and compare and contrast their different theories in relation to modern linguistics.



## ESTABLISH

To be able to establish a strong stand on the topic and at the same time adapt using essential methods in teaching languages to our learners.



# Introduction

A branch of both linguistics and psychology, psycholinguistics is part of the field of cognitive science.



Also known as:  
**Psychology of Language**

Etymology:  
From the Greek, "mind" + the Latin, "tongue"

The term psycholinguistics was introduced by **American psychologist Jacob Robert Kantor** in his 1936 book, "An Objective Psychology of Grammar."

The term was popularized by one of Kantor's students, **Nicholas Henry Pronko**, in a 1946 article "Language and Psycholinguistics: A Review." The emergence of psycholinguistics as an academic discipline is generally linked to an influential seminar at **Cornell University** in 1951.



# PSYCHOLINGUISTICS

Psycholinguistics is the branch of study which combines the discipline of psychology and linguistics. It is concerned with the relationship between human mind and language as it examines the process that occurs in the brain while **producing and receiving both spoken and written discourse.**

## HISTORY →

Works on psycholinguistics start as far as PLATO. It became prominent in the 19th century with linguistics. Paul Broca, Charles Hockett and Willern Levelt are important psycholinguists who did work on it.



# A LOOK

It is widely believed that the scientific study of these uniquely human abilities was launched during the 1950s with the advent of Noam Chomsky's generative linguistics. Modern psycholinguistics received a major impulse from this "cognitive revolution," but the empirical study of how we speak and listen and how children acquire these amazing skills has its roots in the late 18th century.

# BACK

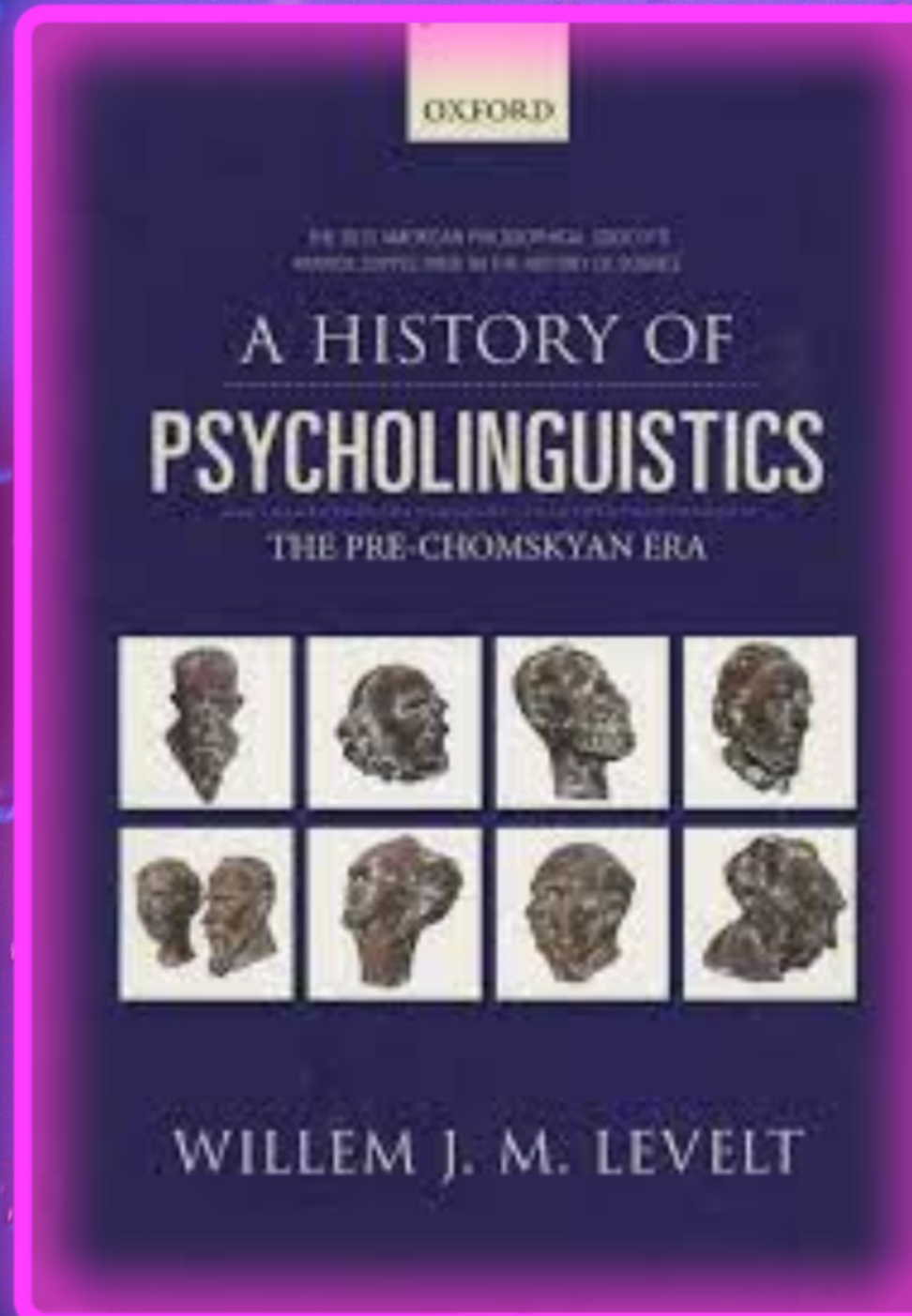


By the end of the 19th century the psychology of language was an established science and the field was booming up to World War II.



# KEY CONTRIBUTORS

## WILLEM LEVELT



## Willem Johannes Maria Levelt

(born 17 May 1938 in Amsterdam) is a Dutch psycholinguist.

He is an influential researcher of human language acquisition and speech production.

He developed a comprehensive theory of the cognitive processes involved in the act of speaking, including the significance of the "mental lexicon".





# KEY CONTRIBUTORS

## PAUL BROCA



## Pierre Paul Broca

(28 June 1824 – 9 July 1880)  
was a French physician,  
surgeon, anatomist, and  
anthropologist.

He was born in Sainte-Foy-la-  
Grande, Gironde.

He is best known for his  
research on Broca's area, a  
region of the frontal lobe.



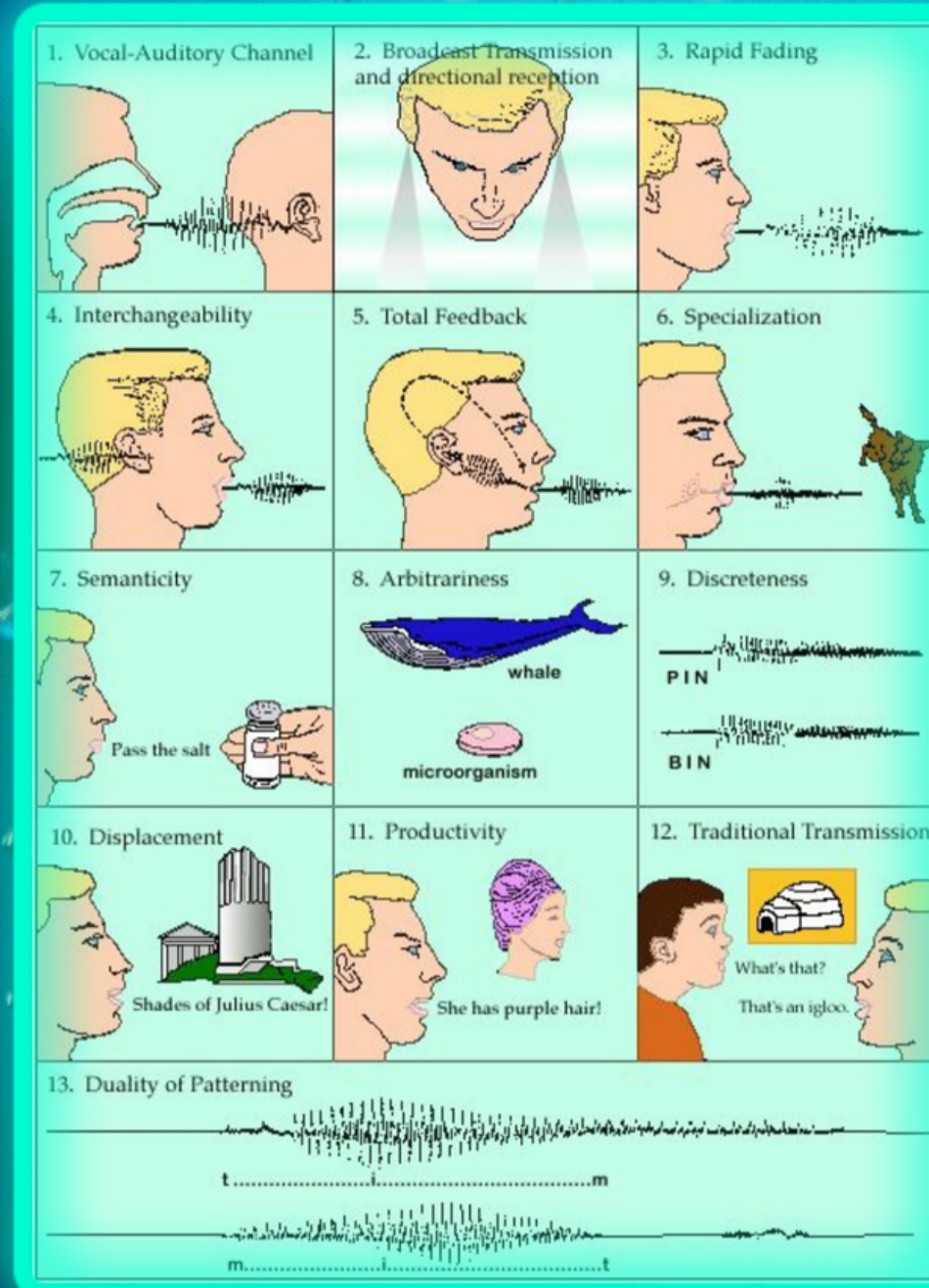


# KEY CONTRIBUTORS

## CHARLES HOCKETT



*Charles F. Hockett*



## Charles Francis Hockett

(January 17, 1916 – November 3, 2000)  
was an American linguist who developed many influential ideas in American structuralist linguistics.

He represents the post-Bloomfieldian phase of structuralism often referred to as "distributionalism" or "taxonomic structuralism".

His academic career spanned over half a century at Cornell and Rice universities.

Hockett was also a firm believer of linguistics as a branch of anthropology, making contributions that were significant to the field of anthropology as well.





# KEY CONTRIBUTORS

## NOAM CHOMSKY



## NOAM CHOMSKY ON LANGUAGE

CHOMSKY'S CLASSIC WORKS  
LANGUAGE AND RESPONSIBILITY AND REFLECTIONS ON LANGUAGE

## Avram Noam Chomsky

(born December 7, 1928) is an American linguist, philosopher, cognitive scientist, historian, social critic, and political activist.

Sometimes called "the father of modern linguistics", Chomsky is also a major figure in analytic philosophy and one of the founders of the field of cognitive science

He believes that we have pre-wired structure in our brains, which helps us to have advance knowledge about language, known as Atavism.







# IMPORTANT ASPECTS OF PSYCHOLINGUISTICS



## Language Processing

reading, writing, speaking, listening and memory. For instance, how words on paper are turned into meaning in the mind.



## Lexical Storage and Retrieval

the way words are stored in our minds and used. How we are able to map words onto objects such as 'ball' and actions such as 'kick' and 'love' and access these when needed.



## Language Acquisition

how language is first learnt and used by children. For example, learning the rules of grammar and how to communicate with other people.





# IMPORTANT ASPECTS OF PSYCHOLINGUISTICS

## Special Circumstances



how internal and external factors can impact language development, such as twins and their use of 'twin language', the influence of hearing and vision impairments on acquisition, and how damage to the brain can affect certain aspects of language.



## The Brain and Language

evolutionary explanations of why humans have the capacity to use language, and the parts of the brain concerned with different areas of language, also considering whether or not non-human animals have the ability to use language too.



## 2nd Language Acquisition

looking at bilingualism and how individuals can learn a second language and are able to differentiate between them.

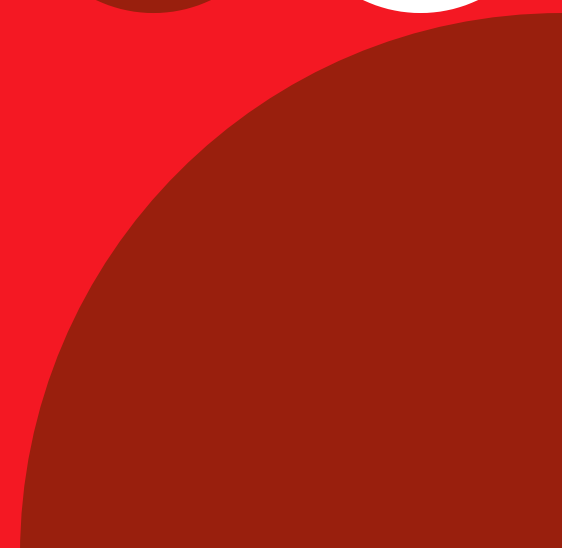
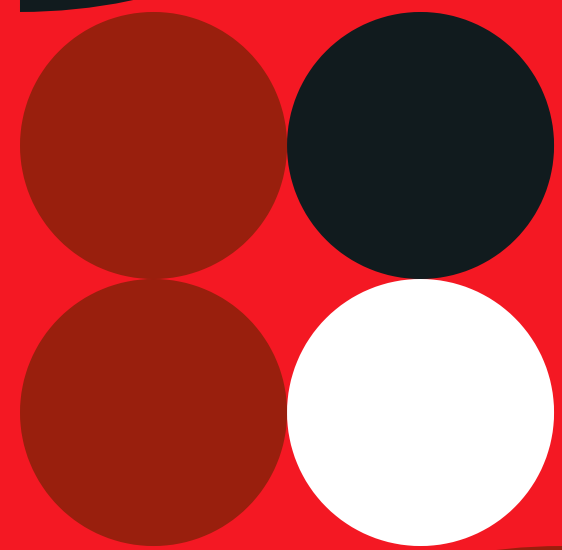
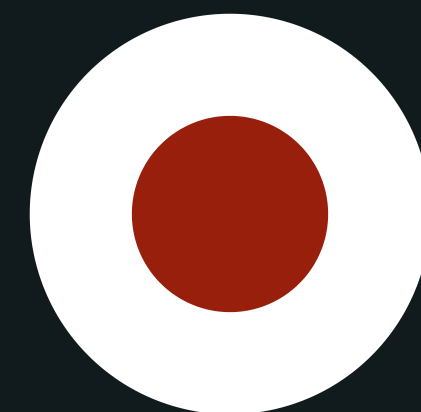
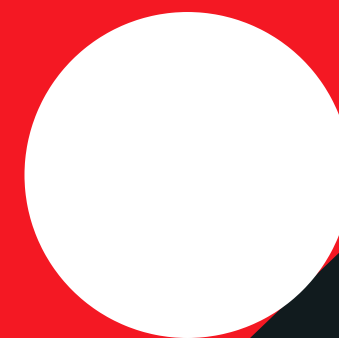


# THEORIES OF PSYCHOLINGUISTICS

Language Acquisition

Language Production

Language Comprehension





# LANGUAGE ACQUISITION

Various theories and approaches have emerged over the years to study and analyze the process of language acquisition.



# LANGUAGE ACQUISITION

Main schools of thought, which provide theoretical paradigms in guiding the course of language acquisition are:

-Imitation, Nativism or Behaviorism:



# LANGUAGE ACQUISITION

Imitation,  
Nativism or  
Behaviorism:  
based on the  
empiricist or  
behavioral  
approach

Innateness:  
based on the  
rationalistic  
approach.

Mentalist  
Theory: based  
on the  
cognitive-  
psychological  
approach



# 1.IMITATION, NATIVISM, BEHAVIORIST THEORY



Language has long been thought of a process of imitation, and reinforcement. Imitation theory is based on an empirical or behavioral approach.

*(B. F. Skinner)*

Children start out as clean slates and language learning is a process of getting linguistic habits printed on these slates. Language Acquisition is a process of experience. Language is a 'conditioned behavior': The stimulus response process.

**Stimulus > Response > Feedback > Reinforcement.**



# 1.IMITATION, NATIVISM, BEHAVIORIST THEORY



**Thus, Children learn language step by step:**

- 1. Imitation.**
- 2. Repetition.**
- 3. Memorization.**
- 4. Controlled Drilling.**
- 5. Reinforcement. (Reinforcement can either be positive or negative.)**



# EVIDENCE 1:

Based on the kind of language children produce.

First piece of evidence taken from the way children handle irregular grammatical patterns. While encountering irregular items, there is a stage when they replace forms based on the regular patterns of language. Gradually they switch over to the process of 'analogy' – a reasoning process as they start working out for themselves.



**Two Kinds Of Evidence  
Used To Criticize  
Behaviorist Theory**



# EVIDENCE 2:

Based on what children do not produce. The other evidence is based on the way children seem unable to imitate adult grammatical constructions exactly.

## Two Kinds Of Evidence Used To Criticize Behaviorist Theory

*Best known demonstration of this principle is provided by American Psycholinguist David McNeill (1933):*

Child: Nobody don't like me.

Mother: No, say 'no body likes me.'

Child: Nobody don't like me. (eight repetitions of this dialogue)

Mother: No, now listen carefully: Say 'no body likes me.'

Child: Oh! No body don't likes me. Thus, language acquisition is more a matter of maturation than of imitation.





## **2.NATIVIST OR INNATENESS THEORY**



**Main Argument: Children must be born with an innate capacity for language development.**

**According to Noam Chomsky, children are born with an innate propensity for language acquisition, and that this ability makes the task of learning a first language easier than it would otherwise be.**



## **2.NATIVIST OR INNATENESS THEORY**



**The human brain is naturally ready for language in the sense when children are exposed to speech, certain general principles for discovering or structuring language automatically begin to operate. Chomsky originally theorized that children were born with a hard-wired Language Acquisition Device (LAD) in their brains.**



## 2. NATIVIST OR INNATENESS THEORY



According to Chomsky, the presence of Universal Grammar in the brains of children allow them to deduce the structure of their native languages from "mere exposure". Primary data is then used to make sentences or structures after a process of trial and error, correspond to those in adult speech.

The child learn a set of generalizations or rules governing the way in which sentences are formed in the following sequence:

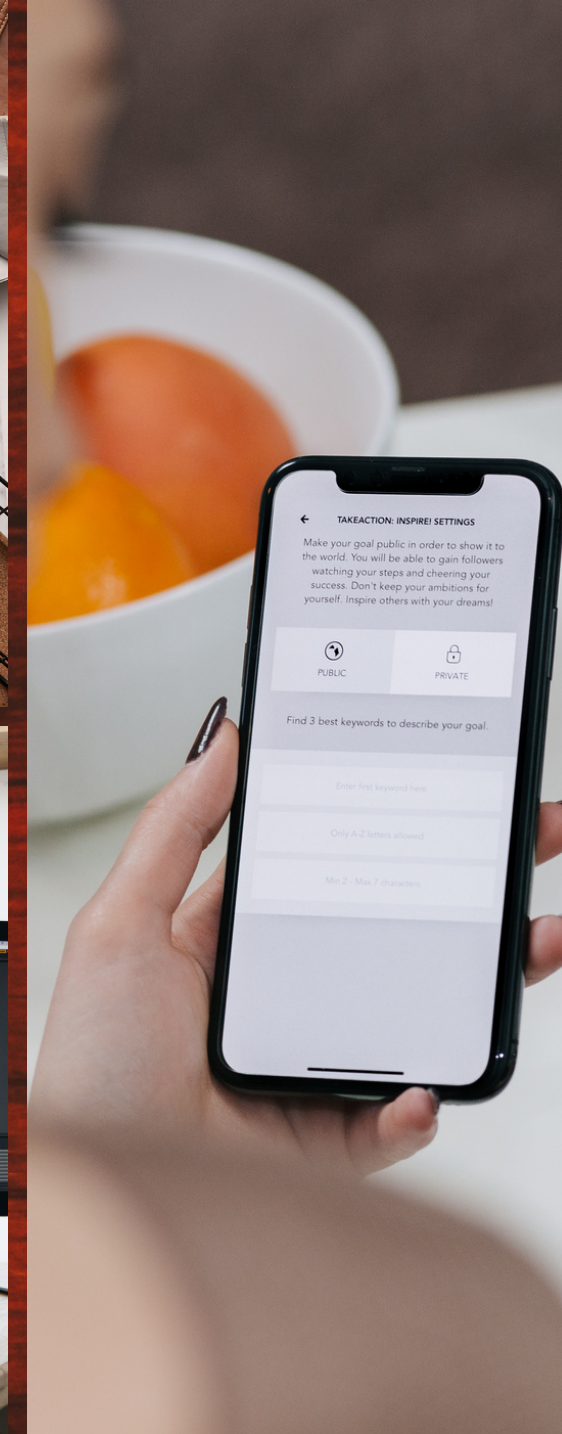
| INPUT  | LAD                                  | OUTPUT                           |
|--|--------------------------------------|----------------------------------|
| Primary Linguistic Data;<br>The Adult Speech | General Language Learning Principles | Grammatical Knowledge; The Rules |
|  |                                      | Child's Speech                   |



# TWO DISTINCT VIEWS ON LAD FUNCTIONS

1. LAD PROVIDES CHILDREN WITH A KNOWLEDGE OF LINGUISTIC UNIVERSALS SUCH AS THE EXISTENCE OF WORD ORDER AND WORD CLASSES

2. LAD PROVIDES CHILDREN ONLY GENERAL PROCEDURES FOR DISCOVERING LANGUAGE TO BE LEARNED.





# CRITICISM ON INNATE THEORY

**The role of adult speech can not be ruled out in providing a means of enabling children to work out the regularities of language for themselves.**

**There are principles of grammar that cannot be learned on the basis of positive input alone.**





### **3.COGNITIVE THEORY**



**Main Argument: Language Acquisition must be viewed within the context of a child's intellectual development. Linguistic structures will emerge only if there is an already established cognitive foundation.**

**Before children can use linguistic structures, they need first to have developed the conceptual ability to make relative judgments.**

**Most influential figure: Genevan Psychologist Jean Piaget;  
Who proposed the model of cognitive development.**



### **3. COGNITIVE THEORY**



The theory Focuses on exploring the links between the stages of cognitive development and language skills. The links have been clearly shown for the earliest period of language learning (up to 18 months), relating to the development of what Piaget called 'sensory motor' intelligence, in which children construct a mental picture of a world of objects that have independent existence.

**Most influential figure: Genevan Psychologist Jean Piaget;  
Who proposed the model of cognitive development.**



# COGNITIVE THEORY IS CRITICIZED FOR:

**It is highly difficult to show precise correlations between specific cognitive behaviors and linguistic features at the very early stage of language acquisition as the children become linguistically and cognitively more advanced in the course of time.**





# END OF PART1

THANK YOU! SEE YOU LATER  
AT 1.30PM





# SOCIOLINGUISTICS

Refers to the way language is used in society

## INTRODUCTORY LINGUISTICS FOR LANGUAGE TEACHERS

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**Part 7** INTRODUCTION - SOCIOLINGUISTICS

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**Part 8** LINGUISTICS VS. SOCIOLINGUISTICS

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**Part 9** SOCIAL FACTORS

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**Part 10** SOCIAL DIMENSIONS

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# OBJECTIVES

1 To identify the reasons why we speak differently in different social context.

2 To distinguish social functions of language and the ways it is used to convey social meaning.

3 To get a wide perspective of how language affects people living in a certain geographical area and other important contributing factors that goes with it.





# INTRODUCTION

When we study languages, we often focus on the language itself. The grammar, the vocabulary, the pronunciation, and so on.

Sociolinguistics, however, give you the chance to look at the context within which the language is spoken rather than the mechanics of the language itself.

Why does context matter?





# INTRODUCTION

Ultimately, if you are learning the language with the aim of *using* it, then it's worth considering the place(s) and culture(s) tied to the language. You can learn so much about the language that you're learning by looking past it to the things that it's attached to.

So much of actual communication goes beyond just words and grammar, and without considering communication in its entirety, you'll never really be "fluent" in another language.





# A BRIEF HISTORY

During the nineteenth century, the social aspects of language were first studied under the guise of “*linguistic anthropology*.” In the 1930s, it was a popular field amongst Indian and Japanese linguists, as well as by the Swiss **Louis Gauchat** in the early 1900s. It wasn't until the 1960s that **William Labov** in the US and **Basil Bernstein** in the UK pioneered the way for Western sociolinguists to make their appearance on the scene.



# A BRIEF HISTORY

**Sociolinguistics** focus on the social spaces that languages occupy – a topic that the field of linguistics typically kept in the background. It is the effort to understand the way that social dynamics are affected by individual and/or group language use, variations in language and varying attitudes towards language. A few examples would be:

- **Studying the differences between the ways men and women speak**
- **How teens or children speak**
- **How different social classes communicate**
- **Dialects and how they influence one another**



# Sociolinguistics

What is it really?



1

It is the study of the complex relationship between language and our society.

2

The descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and society's effect on language.

3

How creation and adherence to these rules is used to categorize individuals in social or socioeconomic classes.





# According to Scholars



- The study that is concerned with the interaction of language and setting (Carol M. Eastman, 1975; 113).
- the study that is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and of how languages function in communication ( Ronald Wardhaugh, 1986 : 12)



# SOCIOLINGUISTICS V S SOCIOLOGY OF LANGUAGE

Sociolinguistics investigating the relationships between language and society with the goal of a better understanding of the structure of language and of how languages function in communication.

**To discover how social structure can be better understood through the study of language, e.g. how certain linguistic features serve to characterize particular social arrangement.**



# **SOCIOLINGUISTICS V S SOCIOLOGY OF LANGUAGE**

**According to Hudson, 1980: 4-5**

**Sociolinguistics is the study of language in relation to society.**

**Sociology of language is the study of society in relation to language**

**SIMILARITY: Both require systematic study of language.**



# **SOCIOLINGUISTICS V S SOCIOLOGY OF LANGUAGE**

**According to Hudson, 1980: 4-5**

**Sociolinguistics is the study of language in relation to society.**

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**SIMILARITY: Both require systematic study of language.**



# SOCIOLINGUISTICS V S SOCIOLOGY OF LANGUAGE

**In short...**

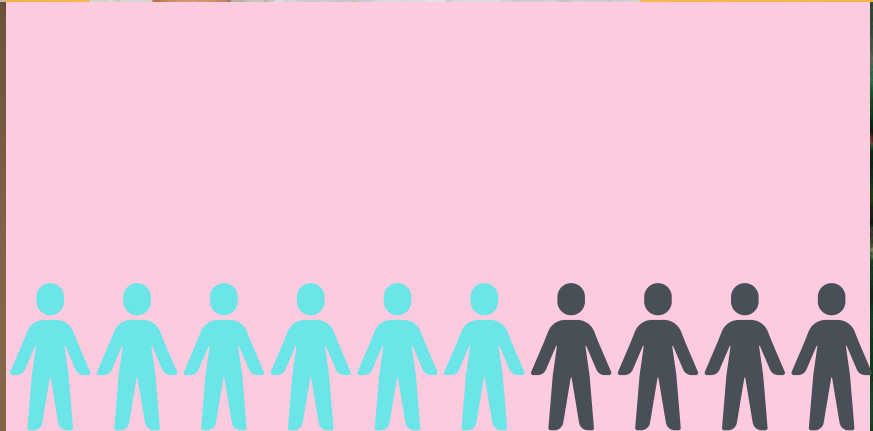
**Sociolinguistics main focus is 'Society on Language'.**

**Sociology of language main focus is 'Language effects on Society'.**

**SIMILARITY: Both require systematic study of language.**



# SOCIAL FACTORS





**What language people choose to speak in an exchange is determined by social factors:**

1. The **PARTICIPANTS** - (age, ranks, relationships)
2. The **SETTING** - (at home, at school, at formal meeting)
3. The **TOPIC** - (daily routine, love life, career)
4. The **FUNCTION** - (getting a loan, proposing a project, hiring an employee)



# A conversation between Ray and his mum.

## Example 1

Ray: Hi mum.

Mum: Hi. You're late.

Ray: Yeah, that bastard Sootbucket kept us in again.

Mum: Nana's here.

Ray: Oh sorry. Where is she?



## Example 2

Ray: Good afternoon, sir.

Principal: What are you doing here at this time?

Ray: Mr Sutton kept us in, sir.

# A conversation between Ray and the Principal.





## ANALYSIS I

**The conversation between Ray and his mother also illustrates the fact that language serves a range of functions. We use language to ask for and give people information. We use it to express indignation and annoyance, as well as admiration and respect. Often one utterance will simultaneously convey both information and express feelings.**





## ANALYSIS II

**His response indicated Ray's awareness of the social factors which influence the choice of appropriate ways of speaking in different social contexts. Sociolinguistics is concerned with the relationship between language and the context in which it is used.**



# SOCIAL DIMENSIONS







In addition to these components, it is useful to take account of four different dimensions for analysis which relate to the factors above and which have been only implicit in the discussion so far. These are:

1. A **social distance scale** concerned with participant relationships
2. A **status scale** concerned with participant relationships/status
3. A **formality scale** relating to the setting or type of interaction
4. **Two functional scales** relating to the purposes or topic of interaction.






## ■ The solidarity–social distance scale

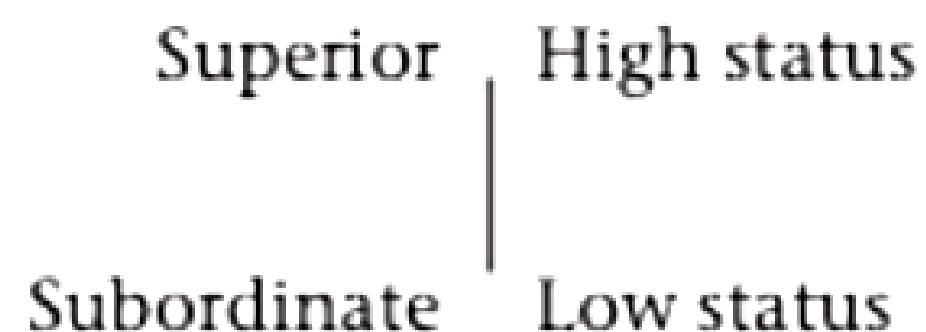


This scale is useful in emphasising that how well we know someone is a relevant factor in linguistic choice. In Wales, the choice between *Meg* and *Mrs Billington* involves consideration of this dimension, for instance. People's choice of *Ranamål* vs *Bokmål* in Hemnesberget, or German rather than Italian in Sauris, similarly indicates the speaker's judgments about a relationship on this dimension.





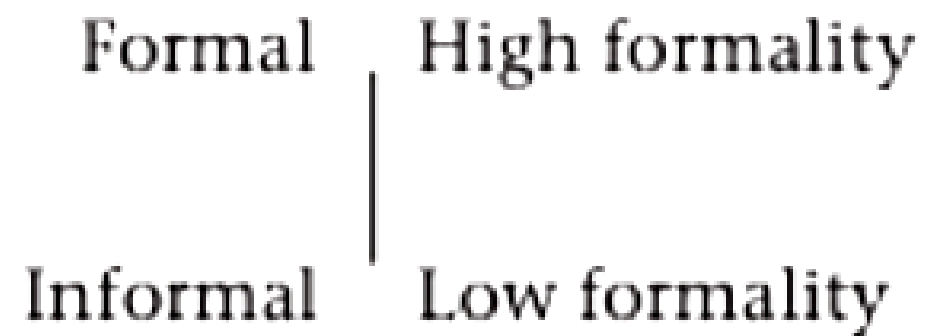
## ■ The status scale



This scale points to the relevance of relative status in some linguistic choices. The choice of *sir* by Ray in the first example, for instance, signalled Ray's awareness that the school principal was of higher status and entitled to a respect term. Similarly, the name avoidance by her secretary and the use of *Mrs* by the caretaker represented their ways of responding to the higher status of Margaret Walker-Billington, while she called both of these people by their first names. Sam's [h]-dropping in example 4 signalled his membership of a group with relatively low social status in the society as a whole, while the educationally and occupationally higher-status Jim dropped none.



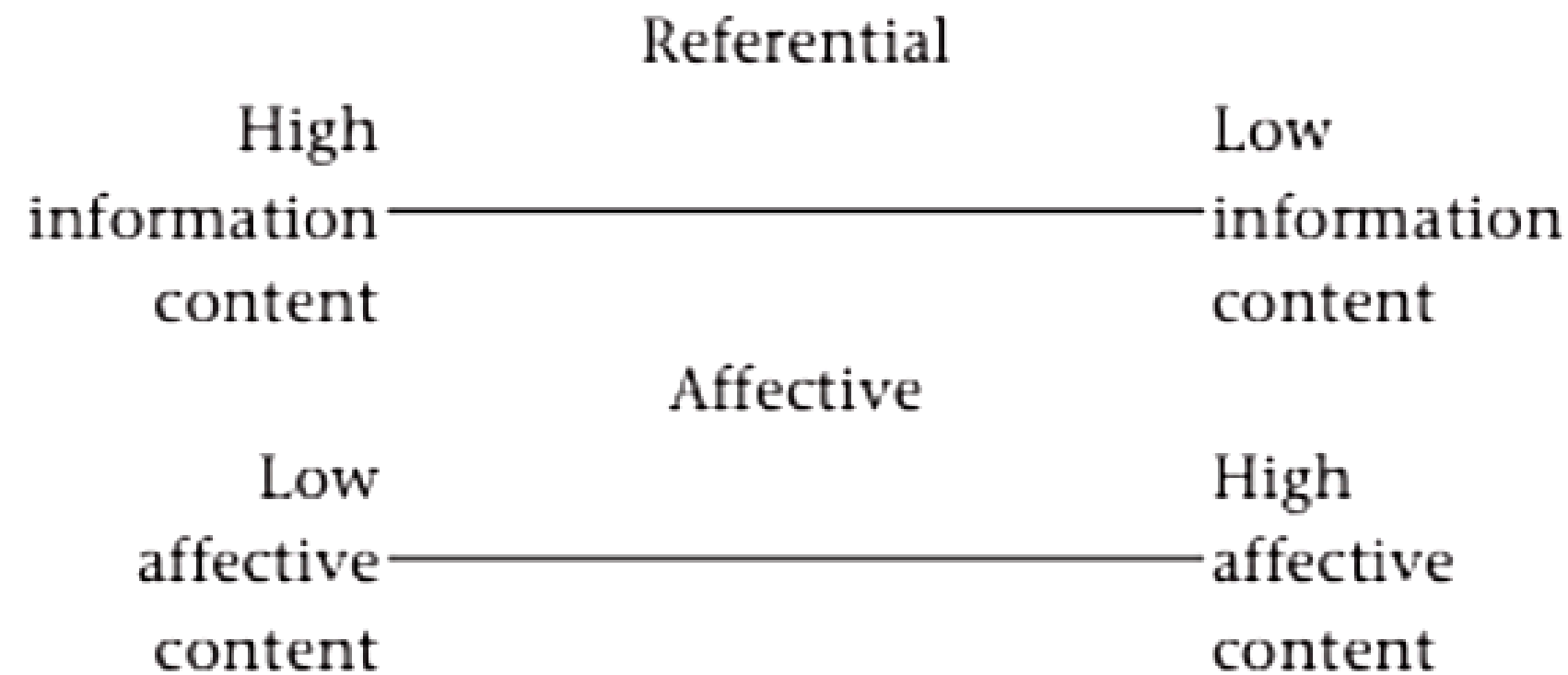
## ■ The formality scale



This scale is useful in assessing the influence of the social setting or type of interaction on language choice. In a formal transaction such as one with the bank manager in his office, or at a ritual service in church, the language used will be influenced by the formality of the setting. For a friendly chat, people generally use colloquial language. In Hemnesberget, Bokmål was the language of school and government offices. Ranamål was the language of the home. The written language of notices is often very formal and impersonal, as example 5 illustrates. Often degrees of formality are strongly influenced by solidarity and status relationships. But not always. A very formal setting, such as a law court, typically influences language choice regardless of the personal relationships between the speakers.



## ■ The referential and affective function scales



Though language serves many functions, the two identified in these scales are particularly pervasive and useful for analysis. Language can convey objective information of a referential kind; and it can also express how someone is feeling. Ray's utterance *Yeah, that bastard Sootbucket kept us in again* simultaneously expresses both information about why he is late, while also conveying his feelings about the teacher referred to. Gossip may provide a great deal of new referential information, while also clearly conveying how the speaker feels about those referred to. It is very common for utterances to work like this, though often one function will dominate. In general, the more referentially oriented an interaction is, the less it tends to





# CONCLUSION

**SOCIOLINGUISTICS** is a field of study that research on how language is used in the community.

The way a person speak to another depends on social factors and social dimension.

Language choices convey information about social relationships between people as well as the topic of discussion.



# Resources:

OXFORD SCHOLARSHIP ONLINE

<https://oxford.universitypressscholarship.com>

PSYCHOLINGUISTICS 101

<https://connect.springerpub.com>

A HISTORY OF PSYCHOLINGUISTICS  
IN THE PRE-CHOMSKYAN ERA

*Oxford University Press's  
Academic Insights for the Thinking World*

AN INTRODUCTION TO SOCIOLINGUISTICS

[https://salahlibrary.files.wordpress.com/2017/09/janet\\_holmes-\\_an\\_introduction\\_to\\_sociolinguisticb-ok-org.pdf](https://salahlibrary.files.wordpress.com/2017/09/janet_holmes-_an_introduction_to_sociolinguisticb-ok-org.pdf)

